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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts without curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains spelling curriculum materials for grades K-3. The spelling section is part of the total language arts curriculum. It has been organized into a separate package for ease of use and transportability. Each format page includes student learning objectives, suggested grade placement, teacher concepts, and specific cross-referencing by page to published spelling programs. The cross-referencing has been done as a resource for teachers to use, to expand upon the Small Schools Spelling Materials. Also included on each format page are sample word lists. Additional words may be found in the suggested resources. Following the spelling format sheets is a section identifying spelling games and activities which can be used with any of the objectives and word lists. The last section in the spelling package provides some ideas for assessing student progress and managing a spelling program. Included are sample record keeping sheets, a self-evaluation for teachers, a student spelling attitude survey, and suggested monitoring procedures. (Author/CH)

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SMALL SCHOOLS LANGUAGE ARTS CURRICULUM

SPELLING

K-3

**OBJECTIVES • WORD LISTS • RESOURCES • ACTIVITIES • MONITORING**

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

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Special recognition is extended to the Seattle School District for its assistance in developing the materials for K-3 Small Schools Curriculum Spelling booklet.

INTRODUCTION

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, sample word lists, suggested resources (including page references for published programs), activities and monitoring procedures for spelling. These materials were developed during the 1975-76 school year and currently are being piloted in more than 20 small school districts within the state. Data collected from the pilot districts will be used to modify the materials in preparation for publication and statewide distribution.

The spelling section is part of the total Language Arts Curriculum. It has been organized into a separate package for ease of use and transportability. Each format page includes student learning objectives, suggested grade placement, teacher concepts and specific cross-referencing by page to published spelling programs. The cross-referencing has been done as a resource for teachers to use in order to expand upon the Small Schools Spelling Materials.

Also included on each format page are sample word lists. Additional words may be found in the suggested resources.

Following the spelling format sheets is a section identifying spelling games and activities which can be used with any of the objectives and word lists. The last section in the spelling package provides some ideas for assessing student progress and managing a spelling program. Included are sample record keeping sheets, a self-evaluation for teachers, a student spelling attitude survey and suggested monitoring procedures.

Student Learning Objective(s) The student is able to spell words with the long vowel $\bar{o}$ and $\bar{e}$ State Goalat the end of the words.

District Goal

Teacher Concept(s) _____

Program Goal

1
1,3,8

Suggested Word List

($\bar{e}$)	($\bar{o}$)
me	no
be	go
we	so
he	
she	

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with long vowel - consonant - State Goal 1
silent e pattern.

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long District Goal
vowel which is followed by a consonant (game), or vowel-consonant-silent e. Program Goal 1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(a)	(e)	(i)	(o)	(u)	Webster-McGraw Hill (Kottmayer)	Open Court Publishing Co.
name	Pete	fine	home	use	Grade 1	Grade 1
same		mine	rope	tube	70 (76) Units 27,30-33	Book A: 1-23,29-45,53-60,65-72
game		time	note	tune	Grade 2	77-80
make		kite	hope	mule	68-71 (76) Units 12-21	
take		line	vote	rule	Grade 3	
sale		dine			40-45 (76) Units 6-9,11,14,22,23	
					Houghton Mifflin Company	Science Research Associates (SRA)
					Grade 2	Grade 1 (R) 53-55, 59,61
					85-87, 106-108,115-121	Grade 2 (A) 80-89
						Grade 3 (B) 25-27, 32-35
					J.B. Lippincott Company	District Resources
					Grade 2 46-49	
					Grade 3 10-13	

Student Learning Objective(s) The student is able to spell words with the long vowel $\bar{o}$ and $\bar{e}$ at the end of the words. State Goal

1

District Goal

Teacher Concept(s) _____ Program Goal

1,3,8

Suggested Word List

($\bar{e}$)

me
be
we
he
she

($\bar{o}$)

no
go
so

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with long vowel - consonant - State Goal 1
silent e pattern.

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long District Goal
vowel which is followed by a consonant (game), or vowel-consonant-silent e. Program Goal 1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(a)	(e)	(i)	(o)	(u)	Webster-McGraw Hill (Kottmeyer) Grade 1 70 (76) Units 27,30-33 Grade 2 68-71 (76) Units 12-21 Grade 3 40-45 (76) Units 6-9,11,14,22,23	Open Court Publishing Co. Grade 1 Book A: 1-23,29-45,53-60,65-72 77-80
name	Pete	fine	home	use	Houghton Mifflin Company Grade 2 85-87, 106-108,115-121	Science Research Associates (SRA) Grade 1 (R) 53-55, 59,61 Grade 2 (A) 80-89 Grade 3 (B) 25-27, 32-35
same		mine	rope	tube		
game		time	note	tune		
make		kite	hope	mule		
take		line	vote	rule		
sale		dine			J.B. Lippincott Company Grade 2 46-49 Grade 3 10-13	District Resources

Student Learning Objective(s) The student is able to spell words with the long vowel $\bar{o}$ and $\bar{e}$ State Goal

at the end of the words. District Goal

Teacher Concept(s) _____ Program Goal

1
1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
$\bar{e}$ me be we he she	$\bar{o}$ no go so	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
		Houghton Mifflin Company	Science Research Associates (SRA)
		J.B. Lippincott Company	District Resources

Student Learning Objective(s) The student is able to spell words with long vowel - consonant - silent e pattern.

State Goal

1

District Goal

Program Goal

1,3,8

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long vowel which is followed by a consonant (game), or vowel-consonant-silent e.

Suggested Word List

(a)	(e)	(i)	(o)	(u)
name	Pete	fine	home	use
same		mine	rope	tube
game		time	note	tune
make		kite	hope	mule
take		line	vote	rule
sale		dine		

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)
 Grade 1
 70 (76) Units 27,30-33
 Grade 2
 68-71 (76) Units 12-21
 Grade 3
 40-45 (76) Units 6-9,11,14,22,23

Open Court Publishing Co.
 Grade 1
 Book A: 1-23,29-45,53-60,65-72
 77-80

Houghton Mifflin Company
 Grade 2
 85-87, 106-108,115-121

Science Research Associates (SRA)
 Grade 1 (R) 53-55, 59,61
 Grade 2 (A) 80-89
 Grade 3 (B) 25-27, 32-35

J.B. Lippincott Company
 Grade 2 46-49
 Grade 3 10-13

District Resources

Student Learning Objective(s) The student is able to spell words with short vowel sounds.

State Goal

1

District Goal

Teacher Concept(s) The student knows the sound of the short vowels (a,e,i,o,u) and knows that

Program Goal

1,3,8

a single vowel at the beginning or within a word usually has a short vowel sound (an, man;Ed, pet; in, sit; off, not; up, hug).

Suggested Word List

(ă)	(ĕ)	(ĭ)	(ŏ)	(ŭ)
at	get	sit	on	us
man	men	did	got	sun
has	bed	in	not	up
am	red	big	stop	run
ran	yes	is	top	but
sat	pet	him	hop	jump
past	fed	kick	spot	duck
last	led	sick	rock	luck
back	wet	ill	lock	bump

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 1
82-85, 90-92, 86-89, 94, 96, 98-100,
102-104 (76) Units 16-26
Grade 2
16-19, 24, 27, 20-23, 28-31, 32-35, 36-
39 (76) Units 1-7, 23
Grade 3
2-7, 17-19, 8-11, 12-15
(76) Units 1-5

Houghton Mifflin Company

Grade 1
9, 10, 13, 20, 21, 30, 31, 40, 41, 52, 53
73, 75
Grade 2
25, 26, 29, 30, 37, 38, 43, 44, 61, 62
Grade 3
13-20

J.B. Lippincott Company

Grade 1
1-3, 7-9, 35, 11, 19, 23, 29, 51
Grade 2
6-9, 18-21, 10-13, 14-17, 22, 25, 34,
37
Grade 3
26-29

Open Court Publishing Co.

Grade 1
Book B 5-8, 1-20, 21-24, 41-52,
65, 72
Book 1 73-75
Grade 2
Book 2 102-104, 123-126

Science Research Associates
(SRA)

Grade 1 (R)
4-6, 25-28, 15-17, 36, 38, 46-49
Grade 2 (A)
9, 10, 18-20, 3, 7, 11-13, 29-31
Grade 3 (B) 4-6, 46-48

District Resources

Student Learning Objective(s) The student is able to spell words with the hard g sound at the State Goal
end of words and before the vowels a, o, u. District Goal

Teacher Concept(s) The student knows the hard g sound before the vowels a,o,u or at the end Program Goal
of a word is usually spelled "g" (game).

1
1,3,8

Suggested Word List

(ga)	(go)	(gu)	(-g)
game	got	gum	big
gate	gone	gun	leg
gag	goat	gull	peg

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmayer)

Grade 1
 39-75 (76) Units 10-12
 Grade 2
 (76) Units 1-36
 Grade 3
 (76) Units 1-36

Open Court Publishing Co.

Grade 1
 Book A 69-72

Houghton Mifflin Company

Grade 1
 28,29,32
 Grade 2
 27

Science Research Associates

(SRA)
 Grade 1 (R)
 22-24

J.B. Lippincott Company

Grade 1
 31

District Resources

Student Learning Objective(s) The student is able to spell words with the hard c (k) sound State Goal

before the vowels a, o and u. District Goal

Teacher Concept(s) The student knows the /k/ sound before the vowels a, o and u is usually Program Goal

spelled "c" (cane).

1
1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
can cub cap cup cot cut case coat came	Webster-McGraw Hill (Kottmeyer) Grade 1 14,17,74 (76) Units 10,12 Grade 2 102,105 (76) Units 2,7 Grade 3 66-71 (76) Units 1,5	Open Court Publishing Co. Grade 1 Book B 5-8
	Houghton Mifflin Company Grade 1 70,72 Grade 2 55,56	Science Research Associates (SRA) Grade 1 (R) 32-35 Grade 2 (A) 53-55 Grade 3 15,17
	J.B. Lippincott Company Grade 1 45 Grade 2 30-33	District Resources

Student Learning Objective(s) The student is able to spell words with the vowel patterns State Goal"ai" and "ay."

District Goal

Teacher Concept(s) The student knows the long /a/ sound at the end of a word usually is spelled Program Goal"ay" (today, play).

1
1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
(ai)	(ay)	Webster-McGraw Hill (Kottmayer)	Open Court Publishing Co.
nail	day	Grade 1	Grade 1
paid	may	(76) Units 30,32,33	Book A 49-60
jail	lay	Grade 2	Book 1 44-48, 140-145
mail	say	68-71-60-63, 132-135	Grade 2
rain	way	(76) Units 12-13	Book 2 32-35, 82-85
aim	pay	Grade 3	Grade 3
pail	play	(76) Unit 6	Book 2 61-67, 136-139
train	tray		
wait	hay	Houghton Mifflin Company	Science Research Associates
fair	ray	Grade 2	(SRA)
hair		82-87	Grade 1 (R) 50-52
		Grade 3	Grade 2 (A) 80-89
		21-24	Grade 3 (B) 25-27, 32-35, 84-86
		J.B. Lippincott Company	District Resources
		Grade 2	
		90-97	

Student Learning Objective(s)	<u>The student is able to spell words with the vowel patterns</u>	State Goal	1
	<u>ee and ea.</u>	District Goal	
Teacher Concept(s)	<u>The long /e/ sound can be spelled "ea" or "ee."</u>	Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
(ee) feet feed deep seen jeep keep week seed green sleep	(ea) eat east meat neat dream cream peach reach hear dear fear	Webster-McGraw Hill (Kottmeyer) Grade 1 110-112 (76) Units 21,20,31 Grade 2 56-59, 64-67, 10-63 (76) Unit 14 Grade 3 (76) Unit 7	Open Court Publishing Co. Grade 1 Book A 1-23 Book 1 44-48, 140-145 Grade 2 Book 2 32-35, 82-85 Grade 3 Book 2 61-67, 136-139
		Houghton Mifflin Company Grade 2 97-102 Grade 3 21-24	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 66-68 Grade 3 (B) 39-41
		J.B. Lippincott Company Grade 2 70-73, 130-133	District Resources

Student Learning Objective(s) The student is able to spell words with long /i/ spelled "ie." State Goal

The student is able to spell words with the "i" sound spelled with "y" at the end of words. District Goal

Teacher Concept(s) The long /i/ sound is often spelled by the single vowel "i" at the end of Program Goal

a syllable. The long /i/ sound at the end of a word can be spelled "ie" or the long /i/ sound at the end of a

word can be spelled "y."

Suggested Word List

Suggested Resources: Spelling Series

(ie)

(y)

die

by

pie

my

tie

fly

lie

try

tied

why

tried

Webster-McGraw Hill (Kottmeyer)

Grade 1

(76) Units 32,33

Grade 2

116-119 (76) Units 15-17

Grade 3

40-45 (76) Unit 8

Open Court Publishing Co.

Grade 1

Book A 24-45

Book 1 44-48, 140-145

Grade 2

Book 2 32-35, 82-85

Grade 3

Book 2 61-67, 136-139

Houghton Mifflin Company

Grade 2

103-111

Grade 3

21-24

Science Research Associates
(SRA)

Grade 2 (A) 84-86, 73-75, 115

Grade 3 (B) 32-34, 90

J.B. Lippincott Company

Grade 1 42

Grade 2 106-109

Grade 3 94-97, 102-105

District Resources

Student Learning Objective(s) The student is able to spell words with long /o/ spelled "o" or "oa." State Goal 1

District Goal

Teacher Concept(s) The long /o/ sound can be spelled "o" and "oa." Program Goal 1,3,8

Suggested Word List

(o)	(oa)
old	boat
cold	coat
hold	toad
fold	road
most	soap
post	loaf
told	oat
colt	

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)
 Grade 1
 (76) Units 27,30,32
 Grade 2
 60-62 (76) Units 18,19
 Grade 3
 (76) Unit 9

Open Court Publishing Co.
 Grade 1
 Book A 61-72
 Book 1 44-48, 140-145
 Grade 2
 Book 2 32-35, 82-85
 Grade 3
 Book 2 61-67, 136-137

Houghton Mifflin Company
 Grade 2
 115-120
 Grade 3
 21-24

Science Research Associates (SRA)
 Grade 2 (A) 87-89
 Grade 3 (B) 29-31, 87-89

J.B. Lippincott Company
 Grade 2
 126-129, 130-133
 Grade 3
 34-37

District Resources

Student Learning Objective(s) The student is able to spell words with the /sh/ sound.

State Goal

1

District Goal

Teacher Concept(s) The /sh/ sound can be spelled with sh.

Program Goal

1,3,8

Suggested Word List

she wash
ship brush
shell crash
shop sheep
shake sharp
dish show
wish short

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmayer)

Grade 1
(76) Unit 28
Grade 2
44-49 (76) Unit 8
Grade 3
(76) Unit 4

Open Court Publishing Co.

Grade 1
Book A 45-48

Houghton Mifflin Company

Grade 1
82-85
Grade 2
57-60

**Science Research Associates
(SRA)**

Grade 1 (R)
46-49
Grade 2 (A)
22-24
Grade 3 (B)
8-10

J.B. Lippincott Company

Grade 2
58-61
Grade 3
62-65

District Resources

Student Learning Objective(s) The student is able to spell words with the /th/ sound.

State Goal

1

District Goal

Teacher Concept(s) The /th/ sound usually is spelled with th.

Program Goal

1,3,8

Suggested Word List

<u>1st</u>	<u>2nd</u>
the	there
this	thumb
that	their
then	thin
those	thank
with	together
teeth	

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 1
(76) Unit 28
Grade 2
44-49 (76) Unit 10
Grade 3
46-49 (76) Unit 4

Open Court Publishing Co.

Grade 1
15-16

Houghton Mifflin Company

Grade 1
82-85
Grade 2
57-60

**Science Research Associates
(SRA)**

Grade 2 (A)
22-24
Grade 3 (B)
8-10

J.B. Lippincott Company

Grade 2
82-85
Grade 3
62-65

District Resources

Student Learning Objective(s) The student is able to spell words with the /ch/ sound. The **State Goal** 1

student is able to spell words with the /ch/ sound spelled "tch" at the end of words following **District Goal**

a short vowel.

Teacher Concept(s) The /ch/ sound usually is spelled with "ch." **Program Goal** 1,3,8

The /ch/ sound often is spelled "tch" after a short vowel.

Suggested Word List			Suggested Resources: Spelling Series	
<u>1st</u>	<u>2nd</u>	<u>2nd</u>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
chip	chain	catch	Grade 1	Grade 1
chop	chair	match	(76) Unit 29	Book B 53-60
chin	each	itch	Grade 2	
check	peach	pitch	44-49 (76) Unit 9	
	church	ditch	Grade 3	
	lunch	batch	46-49 (76) Units 4,5	
	bench	witch		
	munch	patch		
	much	notch		
		watch		
			Houghton Mifflin Company	Science Research Associates (SRA)
			Grade 1	Grade 2 (A)
			82-85	22-24
			Grade 2	
			57-60	
			J.B. Lippincott Company	District Resources
			Grade 3	
			42-45	

Student Learning Objective(s) The student is able to spell words with the /hw/ sound State Goal

spelled "wh."

1
1,3,8

Teacher Concept(s) The /hw/ sound is spelled with "wh" only at the beginning of words. Program Goal

Suggested Word List

Suggested Resources: Spelling Series

1st2nd-3rd

when
what
whip
whale

awhile
whistle
why
wheel
where
which
wheat
whisper
whirl

Webster-McGraw Hill (Kottmayer)

Grade 1
(76) Unit 29
Grade 2
44-49 (76) Unit 24
Grade 3
(76) Unit 4

Open Court Publishing Co.

Grade 1
Book B 61-64

Houghton Mifflin Company

Grade 1
82-85
Grade 2
63-64

Science Research Associates
(SRA)

Grade 2 (A)
22-24

J.B. Lippincott Company

Grade 2
58-61
Grade 3
62-65

District Resources

Student Learning Objective(s) The student is able to spell plural words by adding either
"s" or "es."

State Goal

1

District Goal

Teacher Concept(s) When a word ends in a consonant, it is often made plural by adding "s."
Add "es" to words ending in s,x,z,ch and sh to form the plural.

Program Goal

1,3,8

Suggested Word List

Suggested Resources: Spelling Series

<u>1st</u>	<u>2nd</u>	<u>2nd-3rd</u>
hat hats	girl girls	bench benches
pin pins	toy toys	dress dresses
egg eggs	car cars	bus buses
cup cups	boy boys	branch branches
bat bats		bush bushes
net nets		

Webster-McGraw Hill (Kottmeyer)

Grade 1
 62-69 (76) Units 20-22, 35
 Grade 2 (76)
 1,3-9,11, 13-17,19,21,23-33,35,36
 Grade 3 (76)
 Units 1,3-5,7,11,15,24,26,27

Open Court Publishing Co.

Grade 1
 Book 1 25-28

Houghton Mifflin Company

Grade 2
 79,80
 Grade 3
 52-55

Science Research Associates
 (SRA)

Grade 1 (R)
 38,44
 Grade 2 (A)
 46-49
 Grade 3 (B)
 18

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell high frequency words with irregular spellings. State Goal

1

District Goal

Teacher Concept(s) Some words have to be spelled by memory because of irregular spellings. Program Goal

1,3,8

They follow no rules and need excessive visualization.

Suggested Word List			Suggested Resources: Spelling Series	
1st	2nd	3rd	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
are	does	laugh	Grade 1	Grade 1-3
as	four	guess	(76) Unit 36	Throughout series
come	they	sure	Grade 2	
some	who	once	76-79, 144-149 (76) Units 1-32, 35,36	
said	done	could	Grade 3	
look	love	would	(76) Units 1,3,4,6,10, 12-14, 17,19,	
want	have	should	21-24	
you	been	yourself		
of	from	their	Houghton Mifflin Company	Science Research Associates (SRA)
to	girl	our		
do	boy			
good	what			
the	friend			
a	many			
is	any			
I	one			
or	your			
no	live			
	give			
	there		J.B. Lippincott Company	District Resources
	here			
	where			
	has			

See following page for list of 300 most frequent words found in written form.

300 MOST FREQUENT WORDS FOUND IN WRITTEN FORM
BROWN UNIVERSITY COMPUTER STUDY

the	from	out	now
of	or	so	such
and	have	said	like
to	an	what	our
a	they	up	over
in	which	its	man
that	one	about	me
is	you	into	even
was	were	than	most
he	her	them	made
for	all	can	after
it	she	only	also
with	there	other	did
as	would	new	many
his	their	some	before
on	we	time	must
be	him	could	through
at	been	these	back
by	has	two	years
I	when	may	where
this	who	them	much
had	will	do	your
not	more	first	way
are	no	any	well
but	if	my	down

-16-

government	toward	white	members
system	young	case	mind
better	days	John	country
set	let	become	area
told	room	large	others
nothing	president	big	done
night	side	need	turned
end	social	four	although
why	given	within	open
called	present	felt	God
didn't	several	along	service
eyes	order	children	certain
find	national	saw	kind
going	possible	best	problem
look	rather	church	began
asked	second	ever	different
later	face	least	door
knew	per	power	
point	among	development	help
next	form	light	sense
program	important	thing	means
city	often	seemed	whole
business	things	family	matter
give	looked	interest	perhaps
group	early	want	itself

should	being	himself	does
because	under	few	got
each	never	house	united
just	day	use	left
those	same	during	number
people	another	without	course
how	know	again	war
too	while	place	until
little	last	American	always
state	might	around	away
good	us	however	something
very	great	home	fact
make	old	small	though
world	year	found	water
still	off	thought	less
ours	come	went	public
see	say	since	put
men	against	part	think
work	go	once	almost
long	came	general	hand
get	right	high	enough
here	used	upon	far
between	take	school	took
both	three	every	dead
life	states	don't	yet

Student Learning Objective(s) <u>The student is able to spell words that end with the /e/ sound spelled "y."</u>	State Goal District Goal	1
Teacher Concept(s) <u>The long /e/ sound at the end of words is spelled "y" when there is another vowel in the word or syllable.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
pony baby lady bunny daddy funny penny sorry candy	Webster-McGraw Hill (Kottmeyer) Grade 1 110-112 (76) Units 27,30,31 Grade 2 56-59, 64-67, 10-63 (76) Unit 14 Grade 3 (76) Unit 7	Open Court Publishing Co. Grade 1 Book A 1-23 Book 1 44-48, 140-145 Grade 2 Book 2 32-35, 82-85 Grade 3 Book 2 61-67, 136-139
	Houghton Mifflin Company Grade 2 97-102 Grade 3 21-24	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 66-68 Grade 3 (B) 39-41
	J.B. Lippincott Company Grade 2 70-73, 130-133	District Resources

Student Learning Objective(s)	<u>The student is able to spell words with long /o/ spelled</u>	State Goal	1
	<u>"oe" and "ow."</u>	District Goal	
Teacher Concept(s)	<u>The long /o/ sound can be written "oe" and "ow" and is usually found at the</u>	Program Goal	1,3,8
	<u>end of words.</u>		

Suggested Word List		Suggested Resources: Spelling Series	
(oe)	(ow)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
		Grade 1 (76) Units 27,30,32	Grade 1 Book A 61-72
		Grade 2 60-62 (76) Units 18,19	Book 1 44-48, 140-145
toe	bow	Grade 3	Grade 2 Book 2 32-35, 82-85
		(76) Unit 9	Grade 3
			Book 2 61-67, 136-137
hoe	low	Houghton Mifflin Company	Science Research Associates (SRA)
foe	mow	Grade 2	Grade 2 (A) 87-89
doe	snow	115-120	Grade 3 (B) 29-31, 87-89
goes	know	Grade 3	
	blow	21-24	
	crow		
	grow		
		J.B. Lippincott Company	District Resources
		Grade 2	
		126-129, 130-133	
		Grade 3	
		34-37	

Student Learning Objective(s) The student is able to spell words with the /or/ sound within a State Goal

word. The student is able to spell words with the /or/ spelled "ore."

District Goal

Teacher Concept(s) The "or" sound usually is spelled "or" within a word (form), and "ore"

Program Goal

at the end of a word (more).

1

1,3,8

Suggested Word List

for
form
corn
tore
store
order
north
story
before
orbit

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 2
(76) Unit 30

Grade 3
(76) Unit 19

Open Court Publishing Co.

Grade 1
Book B 113,116
Book 1 53-58
Grade 2
Book 2 40-42, 92098
Grade 3
Book 2 145-149

Houghton Mifflin Company

Grade 3
63-66

Science Research Associates
(SRA)

Grade 3 (B)
77-79

J.B. Lippincott Company

Grade 3
66-69

District Resources

Student Learning Objective(s)	<u>The student is able to spell words with "ow" and "ou."</u>	State Goal	1
		District Goal	
Teacher Concept(s)		Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
(ow) now how wow cow howl owl crowd down town	(ou) out shout about cloud loud proud	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
		Houghton Mifflin Company	Science Research Associates (SRA)
		J.B. Lippincott Company	District Resources

Student Learning Objective(s) The student is able to spell words that contain the /ar/ sound. State Goal

1

District Goal

Teacher Concept(s) The student knows the /ar/ sound usually is spelled with "ar" (car, park). Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
art car star park barn march farmer spark farther mark part card hard arm	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 31 Grade 3 58-61 (76) Units 11, 18, 21	Open Court Publishing Co. Grade 1 Book B 81-84 Book 1 53-58 Grade 2 Book 2 40-42, 92-98 Grade 3 Book 2 145-149, 188-192
	Houghton Mifflin Company Grade 3 71-74	Science Research Associates (SRA) Grade 2 (A) 39-41 Grade 3 (B) 19-20
	J.B. Lippincott Company Grade 2 62-65 Grade 3 66-69	District Resources

Student Learning Objective(s) The student is able to spell words with the /r/ sound

State Goal

1

preceded by vowels (er, or, ur, ir, ar).

District Goal

Teacher Concept(s) When vowels come before "r," the /er/ sound can be spelled with "or,"

Program Goal

1,3,8

"ur," "ir," "ar."

Suggested Word List				Suggested Resources: Spelling Series	
(or) (ur) (ir) (ar) word turn girl dollar worth burn bird poplar world hurt fir beggar doctor curb first forward flavor curl sir backward sailor purr dirt actor fur third harbor				Webster-McGraw Hill (Kottmeyer) Grade 2 140-143, 136,139 (76) Units 28-32 Grade 3 120-123 (76) Units 11,13,18-23	Open Court Publishing Co. Grade 1 Book A 89-96 Book 1 53-58 Grade 2 40-42, 92-98, 110-112 Grade 3 Book 2 145-149
				Houghton Mifflin Company Grade 2 145-147 Grade 3 59-62, 67-70	Science Research Associates (SRA) Grade 3 (B) 115-117
				J.B. Lippincott Company Grade 3 54-57	District Resources

Student Learning Objective(s) The student is able to spell long /u/ words spelled "ue," "ew," and "ui." State Goal 1
District Goal

Teacher Concept(s) The long /u/ sound often is spelled by "ue," "ui," or "ew" at the end of words. Program Goal 1,3,8

Suggested Word List			Suggested Resources: Spelling Series	
(ue) glue due blue true	(ui) suit fruit cruise bruise	(ew) new dew few drew grew flew	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Units 20, 21 Grade 3 (76) Units 11,14, 22, 23	Open Court Publishing Co. Grade 1 Book A 77-88 Book 1 44-48, 140-145 Grade 2 Book 2 32-35, 82-85 Grade 3 Book 2 61-67, 136-137
			Houghton Mifflin Company	Science Research Associates (SRA)
			J.B. Lippincott Company	District Resources

Student Learning Objective(s) The student is able to spell /oi/ sound words.

State Goal

1

District Goal

Teacher Concept(s) The /oi/ sound usually is spelled "oy" at the end of a word or syllable and "oi" within a word or syllable.

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
boy joy toy coin join oil boil moist point broil noisy oyster enjoy	Webster-McGraw Hill (Kottmeyer) Grade 1 (76) Unit 33 Grade 2 (76) Unit 27 Grade 3 (76) Units 12,32	Open Court Publishing Co. Grade 1 Book B 101-104 Book 1 80-84 Grade 2 Book 2 73-77
	Houghton Mifflin Company Grade 3 44-47	Science Research Associates (SRA) Grade 3 (B) 119-121
	J.B. Lippincott Company Grade 2 118-121	District Resources

65

66

Student Learning Objective(s) <u>The student is able to spell words with the soft c sound.</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The /s/ sound (soft c), before "e," "i," or "y" can be spelled with c.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
cent face lace ice cell fancy pencil circus circle bicycle nice city center	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Units 2,14 Grade 3 66-71 (76) Units 1,12	Open Court Publishing Co. Grade 1 Book B 25-32
	Houghton Mifflin Company Grade 3 90-92	Science Research Associates (SRA) Grade 3 (B) 66-71
	J.B. Lippincott Company Grade 3 110-113	District Resources

Student Learning Objective(s) The student is able to spell words with the soft /g/ sound. State Goal

1

The student is able to spell words with the /j/ sound at the end. District Goal

Teacher Concept(s) The /j/ sound (soft g) is spelled with "g" before the vowels e, i, y. Program Goal

1,3,8

The /j/ sound usually is spelled "dge" when it comes after a short vowel sound at the end of a word or

syllable. The /j/ sound usually is spelled "ge" when it comes after a long vowel sound.

Suggested Word List

Suggested Resources: Spelling Series

2nd3rd

gym
giant
gentle
gem
gin
germ
age
page
huge
wage
cage
rage
sage
stage

edge
judge
fudge
ridge
bridge
badge
judge
dodge
smudge
pledge

Webster-McGraw Hill (Kottmeyer)

Grade 1
(76) Unit 15
Grade 2
(76) Unit 1-36
Grade 3
(76) Units 1,11

Open Court Publishing Co.

Grade 1
Book B 33-40

Houghton Mifflin Company

Grade 3
86-89

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with the /ng/ sound.

State Goal

1

District Goal

Teacher Concept(s) The /ng/ sound is spelled with "ng" usually following the short vowels a,e,i,o,u.

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
bang sang ring king lung long wrong clang stung spring	Webster-McGraw Hill (Kottmeyer) Grade 1 80 Grade 2 94-97 (76) Unit 11 Grade 3 (76) Units 4,5	Open Court Publishing Co. Grade 1 Book B 9-20
	Houghton Mifflin Company Grade 2 91-93	Science Research Associates (SRA) Grade 2 (A) 43-45
	J.B. Lippincott Company Grade 3 14-17	District Resources

Student Learning Objective(s) The student is able to spell long oo words.

State Goal

1

District Goal

Teacher Concept(s) The vowel cluster oo (long oo) spells words like moon, noon.

Program Goal

1,3,8

Suggested Word List

moon
food
zoo
noon
broom
root
fool
shoot
spoon
school

* Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 1
(76) Unit 34
Grade 2
80-83 (76) Unit 21
Grade 3
62-65

Open Court Publishing Co.

Grade 1
Book A 73-84
Book 1 44-48, 140-145
Grade 2
Book 2 32-35, 82-85
Grade 3
Book 2 61-67, 136-139

Houghton Mifflin Company

Grade 2
124-126, 142-144
Grade 3
25-8

Science Research Associates
(SRA)

Grade 1 (R) 50-52
Grade 2 (A) 101-103
Grade 3 (B) 39-41

J.B. Lippincott Company

Grade 2
102-105
Grade 3
90-93

District Resources

*In some series vowel cluster oo and oo
are combined

Student Learning Objective(s)	<u>The student is able to spell words with short oo.</u>	State Goal	1
		District Goal	
Teacher Concept(s)	<u>The vowel cluster oo (short oo) spells words like foot, cook,.</u>	Program Goal	1,3,8

Suggested Word List	* Suggested Resources: Spelling Series	
good hood book cook wood wool root stood shook brook	Webster-McGraw Hill (Kottmeyer) Grade 1 (76) Unit 34 Grade 2 80-83 (76) Unit 23 Grade 3 62-65	Open Court Publishing Co. Grade 1 Book B 105-108 Book 1 80-84 Grade 2 Book 2 73-77
	Houghton Mifflin Company Grade 2 124-126, 142-144 Grade 3 25-28	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 101-103 Grade 3 (B) 39-41
	J.B. Lippincott Company Grade 2 102-105 Grade 3 25-28	District Resources

* In some series, vowel clusters oo and oo are combined.

Student Learning Objective(s) The student is able to change words ending in y to the plural form. State Goal 1
District Goal

Teacher Concept(s) When a word ends in y after a consonant, change the y to i before adding es. Program Goal 1,3,8

Suggested Word List

penny pennies
pony ponies
fly flies
baby babies
lady ladies
berry berries
fairy fairies
fifty fifties
candy candies
city cities
story stories
copy copies

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 2
(76) Unit 15
Grade 3
98,99 (76) Unit 26

Open Court Publishing Co.

Grade 1
Book A 36,85-88
Book 1 112,116

Houghton Mifflin Company

Grade 3
52-55

Science Research Associates
(SRA)

J.B. Lippincott Company

Grade 3
114-117

District Resources

SMALL SCHOOLS PROJECT -- Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to spell the days of the week. The student State Goal

1

is able to spell the months of the year.

District Goal

Teacher Concept(s) _____

Program Goal

1,3,8

Suggested Word List

Suggested Resources: Spelling Series

Days (2nd)

Months (3rd)

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June
July
August
September
October
November
December

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell contractions.

State Goal

1

District Goal

Teacher Concept(s) An apostrophe is used to show where a letter or letters are left out in contractions. (two words combined into one smaller word).

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
isn't can't she's he's it's I'm you're don't wasn't couldn't didn't won't doesn't aren't haven't	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 21	Open Court Publishing Co. Grade 1 Book 1 2-7,8-11,12-14,69-72, 76-79,92-94 Grade 2 Book 1 17-19 Book 2 62-65 Grade 3 Book 2 74-79
	Houghton Mifflin Company Grade 3 117-120	Science Research Associates (SRA)
	J.B. Lippincott Company Grade 3 58-61	District Resources

Student Learning Objective(s) The student is able to spell compound words.

State Goal

1

District Goal

Teacher Concept(s) Compound words are two or more words written as one word.

Program Goal

1,3,8

Suggested Word List

2nd

raincoat
houseboat
railroad
rowboat
fireplace
bedroom
bathtub
doghouse

3rd

woodpile
myself
football
basketball

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 3
134-137

Open Court Publishing Co.

Grade 2
Book 2 157-161
Grade 3
Book 1 13-17, 137-141

Houghton Mifflin Company

Grade 3
94-97

Science Research Associates
(SRA)

Grade 3 (B)
42 56

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell new words formed by adding State Goalinflected endings: ing, ed, er. District GoalTeacher Concept(s) A root is a word to which a prefix or suffix may be added, Program Goal

1
1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
<u>2nd</u> (ing)	<u>3rd</u> (ing)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co. Grade 1 Throughout books A,B and 1 Grade 2 Book 2 142-144, 152-154
jumping	taking	Houghton Mifflin Company	Science Research Associates (SRA)
eating	making		
meeting	hiking	J.B. Lippincott Company	District Resources
reading	riding		
feeding	saving		
peeling	hiding		
floating	biting		
boating	baking		
hopping	taking		
skipping	joking		
running	pasting		
planning	shining		
rubbing			
planning			
getting			
tapping			
sitting			
(ed)	(ed)		
jumped	dotted		
thanked	tripped		
wished	stopped		
lasted	pinned		
folded	planned		
landed	traded		
started	named		
yelled	wasted		

SMALL SCHOOLS PROJECT -- Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to spell new words formed by adding State Goal

inflected endings: ing, ed, er.

District Goal

Teacher Concept(s) _____ Program Goal

1
1,3,8

Suggested Word List

(continued)

<u>2nd</u>	<u>3rd</u>
(ed)	(ed)
called	smiled
needed	saved
planted	hoped
	liked
	tasted
	shared

(er)	(er)
runner	planner
shorter	taster
summer	sharper
winter	trader
better	baker
supper	joker

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) <u>The student is able to form new words by adding suffixes to root words (ly, le, ful).</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>Suffixes are word endings which, when added to the end of root words, make different words.</u>	Program Goal	1,3,8

Suggested Word List				Suggested Resources: Spelling Series	
(ly) quick quickly sad sadly near nearly part partly	(le) little middle simple pickle puddle table kettle able	(ful) awful careful hopeful useful thankful joyful watchful	Webster-McGraw Hill (Kottmeyer)		Open Court Publishing Co.
			Grade 2 (76) Unit 15 Grade 3 80-83, 92-95		Grade 3 Book 1 147-149, 153-160
			Houghton Mifflin Company		Science Research Associates (SRA)
			Grade 2 136-138	Grade 2 (A) 98-100, 118 Grade 3 (B) 35, 51, 73-75, 118	
			J.B. Lippincott Company	District Resources	
			Grade 3 18-21		

99

90

Student Learning Objective(s) The student is able to spell new words formed by adding State Goal
prefixes to root words. District Goal

Teacher Concept(s) The student knows a prefix is a word part added to the beginning of a root Program Goal
word to form a new word.

1
1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
prefixes with <u>schwa (a)</u> (un) ago until alone unhappy above unless away unlock about unrest ahead unsettle again untold ahead unwind among unwise (dis) (be) disagree beside discover below discuss because dislike become disclose between	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
	Houghton Mifflin Company	Science Research Associates (SRA)
	J.B. Lippincott Company	District Resources

Student Learning Objective(s) The student is able to spell words with the au and the aw sound. State Goal

1

District Goal

Teacher Concept(s) The vowel sound /aw/ as in saw and the sound /au/ as in auto is usually

Program Goal

1,3,8

spelled with the aw or au. The aw spelling is generally used at the end of words or precedingthe consonant n.

Suggested Word List

Suggested Resources: Spelling Series

(aw)

(au)

raw
jaw
saw
draw
yawn
lawn
straw
crawl
dawnauto
autumn
fault
saucer
cause
pause
haul
caught
taught

Webster-McGraw Hill (Kottmeyer)

Grade 2
(76) Unit 25
Grade 3
(76) Unit 15

Open Court Publishing Co.

Grade 1
Book B 85-100
Grade 3
Book 2 101-108

Houghton Mifflin Company

Grade 3
48-51Science Research Associates
(SRA)Grade 2 (A)
94-96
Grade 3 (B)
43-45

J.B. Lippincott Company

Grade 2
134-137

District Resources

Student Learning Objective(s) The student is able to divide words into syllables.

State Goal

1

District Goal

Teacher Concept(s) Words which have vowel-consonant-consonant vowel pattern usually are
divided between the consonants. When dividing words into syllables divide between double
letters.

Program Goal

1,3,8

Suggested Word List

Suggested Resources: Spelling Series

mon/key
 doc/tor
 lad/der
 num/ber
 un/til
 af/ter
 sup/pose
 al/so
 bal/loon
 pic/nic

Webster-McGraw Hill (Kottmeyer)

Grade 2
 (76) Units 33,34
 Grade 3
 142-145 (76) Units 25,27-36

Open Court Publishing Co.

Grade 2
 Book 2 145-150

Houghton Mifflin Company

Science Research Associates
 (SRA)

J.B. Lippincott Company

Grade 3
 141

District Resources

Student Learning Objective(s) The student is able to spell homonyms.

State Goal

1

District Goal

Teacher Concept(s) Homonyms are words which are pronounced the same but have different meanings and different spellings.

Program Goal

1,3,8

Suggested Word List

right write
 hear here
 die dye
 hole whole
 eye I
 sea see
 meat meet
 foul fowl
 to too two
 eight ate
 pair pear
 rain rein
 hay hey
 wait weight

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 2

128-130 (76) Units 28,29,36

Grade 3

112,119 (76) Units 15,21-24

Open Court Publishing Co.

Grade 1

Book A 6 on

Book 1 39-43, 50-52, 64-66, 85-90
 95-97, 100-102, 106-111, 117-122, 136-139

Grade 2

Book 1 2-4, 25-28

Houghton Mifflin Company

Grade 3

69,70,80,42,43

Science Research Associates (SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with the f sound using "ph." State Goal

1

District Goal

Teacher Concept(s) The /f/ sound can be spelled "ph."

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
phone photo telegraph photograph phonograph nephew graphic elephant graph	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 34,35 Grade 3 (76) Units 8,17,23,24,27-29	Open Court Publishing Co. Grade 1 Book B 121-127 Grade 2 Book 1 5-8 Book 2 115-119,47-54
	Houghton Mifflin Company Grade 3 82-85	Science Research Associates (SRA)
	J.B. Lippincott Company	District Resources

99

100

Student Learning Objective(s) The student is able to spell words with silent consonants State Goal 1
(kn, wr, l, b, gh). District Goal

Teacher Concept(s) Some words have silent consonants. Program Goal 1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(kn)	(wr)	(l)	(b)	(gh)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
know	wrong	walk	crumb	sigh	Grade 2	Grade 1
knew	wreck	chalk	limb	nigh	(76) Units 24,25	Book B 109-112
knight	wrinkle	talk	numb	might	Grade 3	Book 1 12
knife	wring	half	lamb	night	72-75 (76) Units 8,17,23,24,27-29	Grade 2
knack	wrist	should	climb	tight		Book 1 12-14
knock		would	thumb			Book 2 139-141
		could	comb			Grade 3
						Book 2 158-161
					Houghton Mifflin Company	Science Research Associates (SRA)
						Grade 3 (B)
						97
					J.B. Lippincott Company	District Resources
					Grade 3	
					78-81	

SUGGESTED

SPELLING ACTIVITIES

103

SPELLING ACTIVITIES

SPIN THE BOTTLE

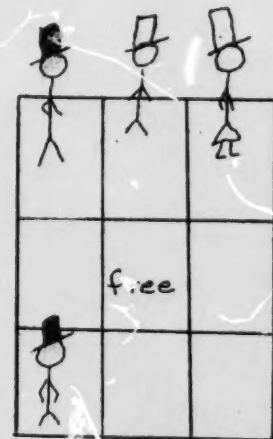
The students sit on the floor in a circle. The leader spins the bottle. The person to whom the bottle points gets to draw a spelling word from a box or envelope. That student pronounces the word and the leader then must spell the word (orally or on a sheet of paper). If the leader spells the word correctly, he/she returns to the circle and the person who drew the word becomes the leader. If the word is spelled incorrectly, the misspelled word is returned to the box or envelope and the same leader spins again.

SYLLABICATION

When working on the number of syllables in a word, have the students put their hands under their chins as they say the word. Their jaws or chins will move as many times as there are syllables in the word, for every time a vowel sound is made, the mouth opens and the jaw moves.

SPELLING BINGO

On the floor mark off a bingo card, or use a group of empty desks or chairs. Divide the class into two groups and give the teams an emblem or a hat of the same color to wear so that team members are identified. The teacher then pronounces the word. One person from the first team either spells the word orally or writes it on the chalkboard. If the word is spelled correctly that person gets to stand (or sit) on the bingo card. The first team to get a bingo is the winner. Misspelled words are given to the opposite team to spell and a player that misspells a word goes to the end of the line and waits for another chance to spell.



SPELLING RELAY

Divide the class into equal teams. Each team has a box of picture spelling cards. On the GO signal each captain grabs a card from the box and races to the chalkboard. If he/she writes the spelling word correctly, he/she keeps it and returns to the back of the line. If the word is misspelled, the card is put back into the box as the player goes to the back of the line. The first team to spell all of the words correctly wins the relay or the teams with the most correct spellings at the end of an allotted time is the winning team.

SPELLING ACTIVITIES

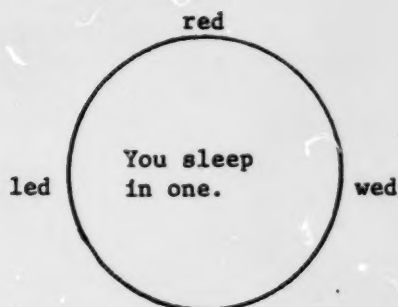
WHEEL OF FORTUNE

Construct a wheel that will spin around like a wheel of fortune. Print your weekly spelling list on the wheel. Make a pointer to designate the word where the wheel stops. Give the students paper and crayons or pencils. Students write a definition, draw a picture or tell the number of syllables in the word. If working with opposites, students will write the word meaning the opposite of the one pointed at. This activity can be used for abbreviations, synonyms, homonyms, etc.

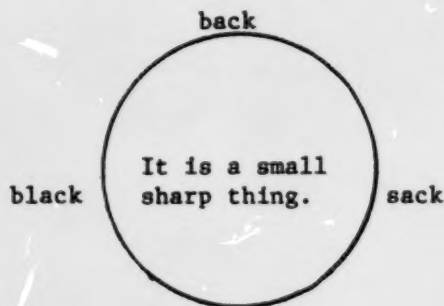


WHAT'S IN THE CIRCLE?

The teacher asks the students to read the sentence in the circle, then the words around the circle. Ask the students to think of a word that is like the other words and fits in the blank below the circle. Students write that word on the line. (This can be a worksheet activity or can be made on laminated tagboard for individual activities.)



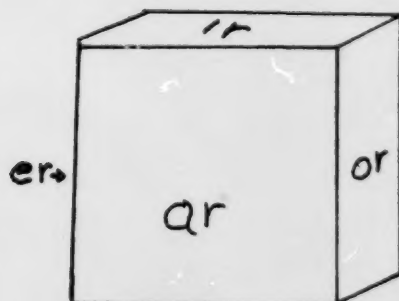
bed



tack

DICE

For this activity you can use picture cubes, sponge rubber, folded tagboard, blocks or cube shaped boxes. Write spelling words on the sides of the cubes. Working with a partner, each student rolls the dice. The partner spells the word that comes up.



SPELLING ACTIVITIES

CROSSWORD PUZZLES

Give the students worksheets with crossword puzzles such as the following:

1. In a hurry A crossword puzzle grid with 3 rows and 3 columns. The top row has '1' in the first column and 'r' in the second. The middle row has '2' in the first column, 'a' in the second, and a plus sign in the third. The bottom row has 'n' in the second column. 2. Furry animal	1. Makes a number 2. More than one man 3. A chicken A crossword puzzle grid with 3 rows and 3 columns. The top row has a plus sign in the first column, 'e' in the second, and 'n' in the third. The middle row has 'n' in the first column, 'e' in the second, and 'n' in the third. The bottom row has 'n' in the first column, 'e' in the second, and 'n' in the third.	A crossword puzzle grid with 3 rows and 3 columns. The top row has 'f' in the first column, 'a' in the second, and 'n' in the third. The middle row has 'a' in the first column, 'o' in the second, and 'a' in the third. The bottom row has 'r' in the first column, 'a' in the second, and 't' in the third. 1. Across: air cooler Down: not near 2. Across: furry animal
---	---	--

TWISTER MAT

The teacher pronounces words which the students try to spell. If the student is correct, he/she is allowed to put a hand or a foot in an open square. The first student on all fours wins.

/ /	RF	/ /	RF	/ /	RH
RH	/ /	LF	/ /	LH	/ /
/ /	LH	/ /	RH	/ /	RF
RF	/ /	RH	/ /	LF	/ /

HIDDEN WORD PUZZLE

Distribute worksheets with the following puzzle to the students. They are to find the hidden words.

T	C	Y	R	C
A	R	Y	R	A
F	A	T	F	T
T	A	Y	R	Y
H	R	Y	R	D

Circle the words:

cry
try
fry
dry

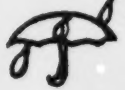
Review words:

cat
fat
hat

SPELLING ACTIVITIES

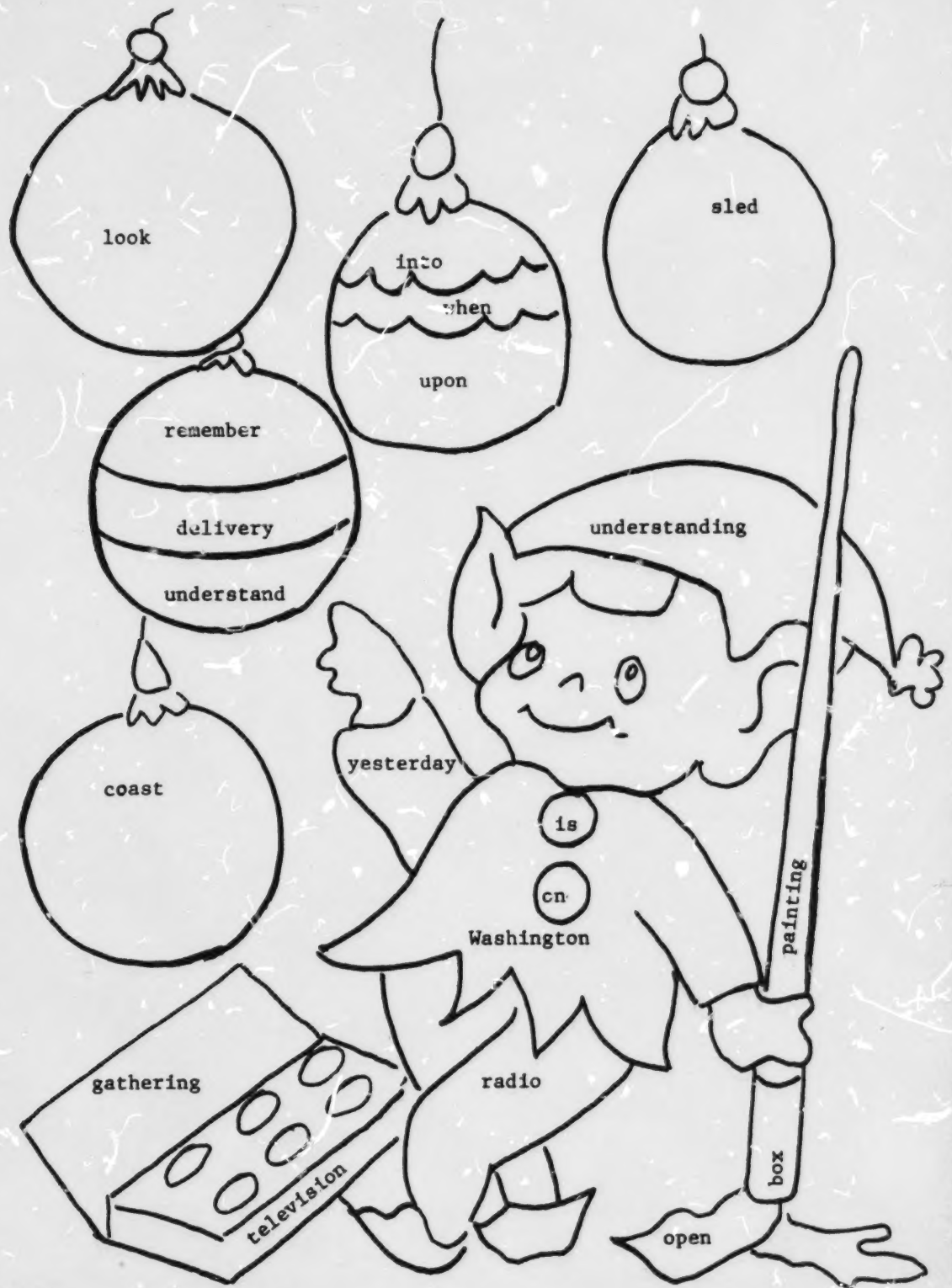
VISUALIZE YOUR SPELLING WORDS IT'S IMPORTANT

Make bulletin boards and display your words in a colorful manner

1. For each month choose a shape (February--heart) and write the spelling words on the hearts. Hang the shapes on a mobile, tree, limb or the like. 
2. Construct a clown out of cardboard or heavy tagboard. Make balloons out of colored paper. Write the spelling words on the balloons and put them up with the clown holding them. (You might use real balloons, if possible or practical.)
Variation: Give the students worksheets with the clown already drawn on. The students then make their own balloons and print the spelling words themselves. The students could take the spelling words home.
3. An apple tree could be used for the background and apples made to hold the spelling words. 
4. Use a tree outline for a background and display words on leaves that have been cut out.
5. Use a goldfish bowl for the background and display the words on goldfish shapes. 
6. Construct a large, brightly painted umbrella. Display the words on large rain drops. 
7. Cover a large board with black or blue butcher paper. Cut fancy snowflakes and use them to display the spelling words.
8. Construct a large turkey (use the opaque project if you are not an artist). Make feathers out of colored paper and print the spelling words on the feathers. 
9. Draw a picture of a chicken sitting on a nest. Make some eggs to go in the nest and put the spelling words on the eggs.
10. Write the spelling words on stars and pin them up or hang them from a wire, a coat hanger or have students make a mobile with the stars, string and small stick. 
11. At Christmas time, make an outline of Santa's face. Print the spelling words where the nose, mouth, eyes, etc. are. This can be done with a pumpkin at Halloween, heart on Valentine's Day, etc.

SUGGESTIONS FOR AUDIO VISUAL AIDS YOU MIGHT USE:

Cassettes and tapes with head sets; home-made film strips; a typewriter in the classroom; duplicating masters; overhead projectors; magic slates, individual chalkboards (easy to make: get some pressed board and a can of chalkboard paint); sand boxes to write words in; felt boards; tracing paper; card games, wall and picture cards; wall sound cards.



SYLLABLES: HOW MANY?

If there is one, color it red.

If there are two, color it green.

If there are three, color it blue.

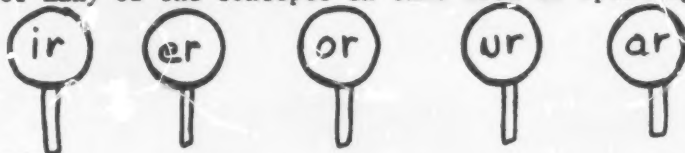
If there are four, color it yellow.

Name: _____

SPELLING ACTIVITIES

LOLLIPOP RESPONSE

For this activity you need five popsicle sticks for each student. Cut colored paper circles (using five different colors) and write the ir, er, ur, or and ar sounds on them. Paste paper circles on the sticks and give each student a set of five. Then say a word with one of the sounds in it, such as "car." The students are to hold up the lollipop representing the correct sound (ar). This activity can be used with the entire class or individuals and can be modified for many of the concepts in this area of spelling.



NEWSPAPER SEARCH

As a weekly activity, give students a page or more of a newspaper. Working in groups or individually, the students look for their spelling words, cut them out and paste them on a sheet of paper. Give the students an allotted amount of time for this activity.

CAREER "ER" OR "OR"

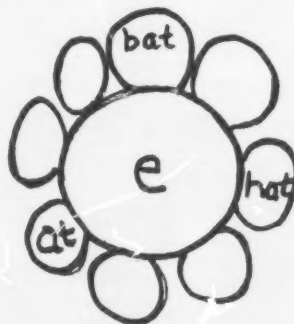
Using the lollipops from Lollipop Response, give the students a word at a time from a list of words designating occupations. The students respond by holding up the lollipop with the correct ending sound written on it. Example: doctor, teacher, carpenter, lawyer, baker, banker, postmaster, janitor, trash collector, gardener, sweeper, painter, manager, waiter, dishwasher, philosopher, professor, etc.

FLOWER WORDS

Make large flowers with several petals and moveable center.

Game 1: Add the silent e. Put words on petal of flower and on the center. Turn the flower center to each petal and say the new word. Spell the new word to yourself or to a partner.

Game 2: Put words on petal and put endings on the center (s, es, ed, ing). Be sure all words on the petal will make a word for each ending added.



SPELLING ACTIVITIES

HOMONYM TREE

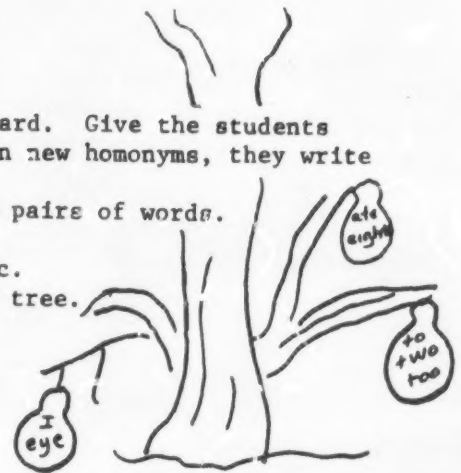
Make a tree (without leaves) to put on the bulletin board. Give the students worksheets with pears drawn on them. As the students learn new homonyms, they write them on a pear and hang them on the tree.

Variations: Have a contest to see who can hang up the most pairs of words.

Make a dictionary of homonyms

Use with rhyming words, synonyms, antonyms, etc.

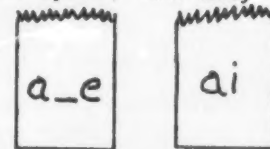
Use a pair of mittens instead of the pears and tree.



WHICH ONE?

Play this game with a good list of spelling words. Take four large shopping bags and write the vowel pattern "ai" on two of them. On the other two write the vowel pattern "a_e." Divide the class into two teams and give each a set of bags (one having "ai" and one with "a_e." When the teacher pronounces the words the students respond with either "ai" or "a_e." If the response is correct the player spells the word, writes it on a piece of paper and puts it in the correct bag for his/her team.

Variation: This activity may be played using any of the long vowel sounds, any two short vowel sounds, any of the words that have vowels influenced by /r/ and many others.



PINWHEELS

Each student makes a pinwheel for this activity. Using a list of words which begin with the "wh" sound and the "w" sound, the teacher reads one word at a time. If the word begins with "wh," the students blow on their pinwheels.

(Prior to the game the teacher should explain that the "wh" is a non-vocal blowing sound and the "w" is a vocal sound. Demonstrate by having students touch their vocal cords while saying "w.")

Variation: Divide the class into teams and award points for correct responses.



SPELLING FROG

Cut a large green frog from heavy paper. Add features and slit at the mouth. Cut a long tongue of a different color and print the spelling words for the lesson on it. Bring the tongue through the slit in the frog's mouth. Assemble the students in a line. The first student pulls out the tongue gradually to expose the spelling words. As they appear the student pronounces the word and the student next in line spells the word. If that student spells the word correctly, he/she becomes the tongue puller and the original tongue puller goes to the end of the line and waits for his/her next turn to be speller.



SPELLING ACTIVITIES

SPELLING RECALL

Divide the class into groups or teams. (How many depends on the amount of chalkboard space you have. The activity may also be done as a pencil and paper activity with groups or individuals.) Put away or cover all lists of spelling words that have been displayed. Give the students a specific time in which to write down as many of their spelling words as possible. The one with the most words spelled correctly wins.

FISHING

For this activity you need 3"x5" cards, a fishing pole (stick), a line (string), paper clips and a magnet. The teacher first writes the spelling words on the cards and attaches a paper clip to each card. The students take turns as fishers, dropping the line into the box of word cards. The fisher reads the word and calls on a classmate to spell the word. If the word is spelled correctly, that student becomes the fisher and the game continues.

TIC TAC TOE SPELLING BEE

Divide the class into two groups. Draw the outlines of two tic tac toe games on the chalkboard. The teacher gives a spelling word to a student in one group. That student must spell the word correctly (either orally or on the chalkboard). If the word is spelled correctly, that student may choose the space on the tic tac toe outline where he/she prints the correctly spelled word. If the word is spelled incorrectly, it is given to the other team. The first team to get three in a row wins. The game continues until everyone has had a turn or until all of the spelling words have been used.

RIDDLE CORNER OR COMMUNICATION CORNER

Reserve a small section of the chalkboard or bulletin board in which you put up a riddle or a series of questions. The answer to the riddle will be one of the spelling words (Example: What is a toy? A game? A good time? A formal dance? Answer: BALL. Another riddle: How can you take two letters from five letters and still have six left? Answer: Take t and y from sixty.)

HOMONYM CONCENTRATION

This activity is suitable for small groups of students. Tack 20 envelopes to the bulletin board or to a piece of cardboard. Number the envelopes from 1 to 20. Write homonyms on small cards, one per card. Shuffle the cards and place one card in each envelope, making sure the words do not show. Have a student call out the numbers of two envelopes. Show the word card from these envelopes. If the two are homonyms, the student keeps the cards. If not, the cards are replaced in the envelopes and another student takes a turn. The student with the most matched cards wins. This game can be played with rhyming words, synonyms, antonyms, similar prefixes or suffixes, etc.

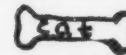
SPELLING ACTIVITIES

SHOW ME

Each student draws an outline of his/her hand on a piece of cardboard or tagboard and cuts out the shape. Then the student places a rubberband around the hand. The hands may be kept in a central spot or in each student's desk. Each week the teacher passes out spelling lists which the students cut into 3"x3" squares. The students place the word squares on their desks. The teacher then says, "I am thinking of a three letter word that means a small, furry pet." The student picks out the word square from his/her collection and places it under the rubberband. Then he/she holds up the hand and "shows" the teacher.



DOG 'N' BONE



Make a doghouse and dog bones out of tagboard. Write the spelling words on the dog bones. Select one student to be the "dog" and have him/her sit facing a corner. Place the bones on the floor behind the "dog," word side down. The teacher then chooses a student from the class who will try to remove a bone without the "dog" hearing him/her. If the "dog" hears the other student, he/she growls and the student must return to his/her desk. If the student gets the bone successfully, he/she says the word, gives the bone to the teacher and spells the word. If the word is spelled correctly, the student puts the bone up on the bulletin board where the doghouse has been placed and gets to be the "dog." If the word is misspelled, the student returns the bone to the "dog" and another student is selected to try. The game continues until all of the bones are spelled correctly.

SPELLING GAME

The teacher puts spelling words on a 3"x5" card. A student is called to the front of the room and the teacher pins a card on the student's back. The student stands with his/her back to the rest of the class. The class gives clues to the student to help him/her guess the word on his/her back. The clues may be word meanings or phonetic clues. When the student figures out what the word is, he/she must spell the word before sitting down. The game proceeds until all the students have had a turn.

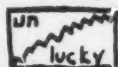
BASKETBALL SPELLING

Write the spelling words on 3"x5" cards and put an equal number of cards in three wastebaskets (or similar receptacle). Set the baskets in a row behind a line you have drawn. Divide the class into three teams and have each team line up with the baskets. Give each team a foam ball or ping-pong-ball. The first student in each line gets three attempts to make a basket. If the student makes the basket, he/she takes a card from the basket and pronounces it for the student next in line. If that student spells the word correctly, he/she gets to take a shot. If the word is misspelled, both players go the end of the line and the word card is returned to the basket. The first team to have an empty basket wins.

SPELLING ACTIVITIES

FIND A PARTNER

Students get practice in recognizing root words and affixes when they play "Find a Partner." The game can be played with the entire class, small groups or with partners. Cut a number of similar shapes from sturdy paper and draw jagged lines on the shapes. Write the root word on one side of the line and the prefix on the other side. You can use the reverse side for suffixes and root words. Give each player half a shape. Select one student to begin the game. He/she asks, "Who can join me? My part is _____." If another student thinks his/her part will form a word, he/she pronounces the complete word. If the two parts fit the student knows he/she is correct. You may also require him/her to spell the word. This game may be adapted to syllables, vowel spellings, etc.



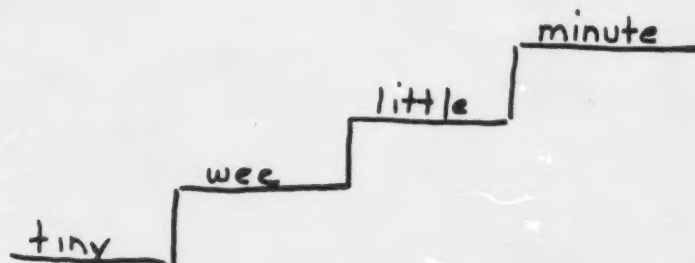
IRREGULAR SPELLINGS

Cut out a skunk or Snurk (Webster/McGraw-Hill '76) and place it on the bulletin board under the title "STINKER WORDS" or "SNURK WORDS." Using black and white alternately as background colors, put up the alphabet. Then, as sight words (stinker words, snurks, unusual or irregular spellings) occur, write them on tagboard and put them up in alphabetical order. Students may be allowed to put them up in the proper place. This may also be made into individual dictionaries for students to keep at their desks for reference.

A	B because	C	D does	E	F
G gone	H	I island	J	K	L love

SYNONYM STAIRS

Draw a staircase line on the board or with teams of students using worksheets. Give the group or class a word which has many possible synonyms. The object is to write as many synonyms to extend the stairsteps.



SUGGESTED PROCEDURES FOR:

- . Record keeping
- . Evaluating
- . Monitoring

SECOND GRADE SPELLING CONCEPTS										
PAUL										LONG U
PAUL										LONG E SPELLED Y
PAUL										ENDING CK
PAUL										OU/TOW
PAUL										OI/OY
PAUL										SOFT C
PAUL										SOFT G/DGE/GE
PAUL										DOUBLE CONSONANTS
PAUL										SILENT CONSONANTS
PAUL										AR
PAUL										ER
PAUL										OR
PAUL										VOWELS INFLUENCED BY R
PAUL										-NG
PAUL										OO
PAUL										OO
PAUL										PLURALS CHANGING E TO I
PAUL										SUFFIX FINAL CONSONANT
PAUL										SUFFIX FINAL Y
PAUL										SUFFIX FINAL E
PAUL										SCHW

This is a sample scoring sheet for use with the second grade concepts to be introduced. It is recommended that a second grade teacher use one of these and one of the first grade mastery sheets. Toward the end of a school term a second grade teacher may find it necessary to use a third grade concept scoring chart for the more advanced spellers.

THIRD GRADE SPELLING CONCEPTS										
ALICE										
BLAKE										
BOBBY										
BONNIE										
CANDY										
ELEN										
ELAINE										
FRANK										
JAMES										
KELLY										
PATTY										
RANDY										
ROSE										
SAM										
WILLY										
PH/F/										
SUFFIXES MAKING NEW WORDS										
AU/AW										
SYLLABLES (DIVISION OF)										
HOMONYMS										
UNUSUAL PLURALS										
/I/ SOUND SPELLED LE										
LONG E SPELLED IE										
APOSTROPHE (POSSESSIVES)										
APOSTROPHE (CONTRACTIONS)										
SYNONYMS (SIMILAR MEANINGS)										
ANTONYMS (OPPOSITE MEANINGS)										
COMPOUND WORDS										
ABBREVIATIONS										
PREFIXES										
PRONUNCIATION										

This is a sample scoring sheet for use with the third grade concepts to be introduced. It is recommended that a third grade teacher have one of these sheets to use as the second grade sheet and possibly the first grade concept sheet.

SELF EVALUATION FOR SPELLING TEACHERS

1. Are you enthusiastic about teaching spelling?
2. Have you evaluated the materials you use for spelling?
Are they satisfactory?
3. Do the students understand the importance of learning to spell?
4. Do your procedures invite and motivate learning?
5. Can students see and hear the words they study?
6. Are the words pronounced correctly by teacher and students?
7. Do the students write legibly?
8. Do the students correctly associate sounds with symbols and symbols with sounds?
9. Is sufficient time allotted for the study of spelling?
10. Is the study time properly used? Does each student study the words he/she needs to learn?
11. Are the tests properly administered? Are students attentive? Do they have time to write the words of the tests?
12. Are the pre-tests, final tests, and review tests properly corrected?
13. Does each student understand that he/she should study the words misspelled in each test?
14. Does each student use an effective method of learning to spell words he/she missed in the tests?
15. Do students understand the meaning of the words they study?
16. Do students use in writing the words they learn to spell?
17. Do the students misspell words in written work that they spell correctly in the spelling tests?
18. Does each student correct the spelling mistakes in his/her own work?
19. Is each student improving in his/her spelling and in writing?
20. Does each student keep a record of achievement and improvement (perhaps on a progress chart)?
21. Does each student keep a list of hard words?
22. Does each student keep a record of new and interesting words?

SPELLING ATTITUDE SURVEY

1. Do you like spelling?



Yes



Sometimes



No

2. Do you think you are a good speller?



Yes



Sometimes



No

3. When you can't spell a word what do you do? (Check as many as you wish.)

- . Look it up in the dictionary _____
- . Ask the teacher _____
- . Ask a friend or someone else _____
- . Look at your own word list _____
- . Guess at the spelling _____

4. Check those items below that you think would help you with your spelling.

- . Work hard in spelling class _____
- . Study spelling in your spare time _____
- . Ask a friend to help you _____
- . Proofread your own list of words
you need to use and learn _____
- . Check with the dictionary _____
- . Use your best handwriting _____

5. The reason we learn to spell is (check one):

___ To spell as many words as possible on the spelling test

___ To be able to write so others can understand what you
have to say.

6. Do you like spelling class?



Yes



Sometimes



No

7. Do you think spelling is hard?



Yes



Sometimes



No

Spelling Attitude Survey
Page Two

8. Do you think spelling is important?

Yes _____ No _____

9. Can you think of some ways spelling could help you at this time in your life?

10. Can you think of some ways spelling could help you later on in life?

11. What suggestions do you have for making spelling more interesting?

SPELLING MONITORING

1. Correct spelling is important in written communication. Therefore, a valid test of spelling ability is one which measures the ability of the student to write words correctly in context, or to proofread for spelling errors in his/her own or another student's written work. For this reason, written tests in spelling are recommended rather than oral tests.
2. Teacher-made and student-made tests are used in many classrooms. The classroom teacher can determine the approximate spelling ability of the students through informal tests such as these.
3. Another method by which the student's ability to spell words in context may be tested involves dictation of paragraphs or sentences containing the spelling words. Construct a simple paragraph or sentence using the words to be included in the test, and then dictate the paragraph to the students. In scoring this type of test, score only those words which are included in the original test list.
4. A method of monitoring is observation of the student's ability to relate spelling knowledge to other subject areas, e.g., mathematics, science.
5. A student's adaptability of spelling skills during specific activities, either group or individual, written or oral, is a tool for monitoring.
6. Listening to a student's speech while checking for correct pronunciation of spelling words is a method of monitoring.
7. Evaluation of a student's ability to relate spelling knowledge to exercises involving the dictionary, capitalization, punctuation, handwriting, and creative writing, is a monitoring device.
8. Another method of monitoring is observed through the student's attitude shown in his/her actions during an actual spelling lesson and daily application in all areas.
9. Other monitoring tools are daily, weekly and quarterly tests, both pre-test and post-tests.